

<b>GOVERNMENT &amp; CIVICS</b>	
The study of government and civics allows students to understand the nature of government and the unique characteristics of American democracy including its fundamental principles, structure, and the role of citizens.	
High School	
<b>People form governments to establish order, provide security, and accomplish common goals.</b>	
<b>SS-HS-1.1.1</b>	Students will compare and contrast (purposes, sources of power) various forms of government in the world (e.g., monarchy, democracy, republic, dictatorship ) and evaluate how effective they have been in establishing order, providing security, and accomplishing common goals.
<b>SS-HS-1.1.2</b>	Students will explain how democratic governments preserve and protect the rights and liberties of their constituents through different sources (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, U.S. Constitution).
<b>SS-HS-1.1.3</b>	<i>Students will explain how the U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) reflects the needs, wants, and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties).</i>
<b>The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.</b>	
<b>SS-HS-1.2.1</b>	Students will explain how powers of government are distributed and shared among levels and branches and analyze how this reflects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution).
<b>SS-HS-1.2.2</b>	Students will explain the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and explain how these principles protect individual rights and promote the "common good".

<b>All citizens of the United States have certain rights and responsibilities as members of a democratic society.</b>	
<b>SS-HS-1.3.1</b>	<b>Students will explain how the rights of one individual (e.g., smoking in public places, free speech) may, at times, be in conflict (e.g., slander, libel) with the rights of another.</b>
<b>SS-HS-1.3.2</b>	<b>Students will analyze how the rights of an individual (e.g., Freedom of information Act, privacy) may, at times, be in conflict with the responsibility of the government to protect the "common good" (e.g., homeland security, environmental regulations, censorship, search and seizure).</b>
<b>SS-HS-1.3.3</b>	<b>Students will evaluate how citizens must assume responsibilities (e.g., seeking and assuming leadership positions, voting) and duties (e.g., serving as jurors; paying taxes; complying with local, state and federal laws; serving in the armed forces) in order for the United States government to function as a democracy.</b>

<b>CULTURE &amp; SOCIETY</b>	
Culture is the way of life shared by a group of people, including their ideas and traditions. Students need to understand that culture influences viewpoints, social interactions, and social institutions.	
<b>High School</b>	
<b>Culture is a system of beliefs, knowledge, institutions, tradition, and skills shared by a group.</b>	
<b>SS-HS-2.1.1</b>	Students will explain how belief systems, knowledge, technology, and behavior patterns define cultures and help to explain historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present).
<b>Within different cultures, social institutions (government, economy, education, religion, family) respond to human needs, structure society, and influence behavior.</b>	
<i>SS-HS-2.2.1</i>	<i>Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to Present).</i>
<b>Social interactions among individuals and groups assume various forms.</b>	
<b>SS-HS-2.3.1</b>	Students will analyze the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).
<b>SS-HS-2.3.2</b>	Students will analyze how compromise and cooperation are characteristics that influence social interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).

<b>ECONOMICS</b>
Economics includes the study of production, distribution, and consumption of goods and services. Students need to understand how their economic decisions affect them, others, the nation, and the world.
<b>High School</b>
<b>The basic economic problem confronting individuals and societies is scarcity (imbalance between unlimited wants and limited resources available for satisfying those wants).</b>
<b>SS-HS-3.1.1</b> Students will give examples of and explain how scarcity of resources necessitates choices at both the personal and societal levels in the modern world (1500 A.D. to present) and the United States (Reconstruction to present) and explain the impact of those choices.
<i>SS-HS-3.1.2</i> <i>Students will explain how governments have limited budgets, so they must compare revenues to costs and consider opportunity cost when planning public projects.</i>
<b>To deal with the problem of scarcity, people and societies create economic systems and institutions.</b>
<b>SS-HS-3.2.1</b> Student will compare economic systems (traditional, command, market, mixed) based on their abilities to achieve broad social goals such as freedom, efficiency, equity, security, and growth in the modern world.
<i>SS-HS-3.2.2</i> <i>Students will describe economic institutions such as corporations, labor unions, banks, stock markets, cooperatives, and partnerships.</i>
<b>SS-HS-3.2.3</b> Students will explain how, in a free enterprise system, individuals attempt to maximize their profits based on their role in the economy (e.g., producers try to maximize profit, workers try to maximize income, savers and investors try to maximize return).
<b>Markets are institutional arrangements that enable buyers and sellers to exchange goods and services.</b>
<b>SS-HS-3.3.1</b> Students will analyze the numerous factors that influence the supply and demand of products(e.g., supply - technology, cost of inputs, number of sellers: demand - income, price of similar products, consumers' preferences).
<i>SS-HS-3.3.2</i> <i>Students will explain how specific financial and non-financial incentives often influence individuals differently (e.g., discounts, sales promotions, trends, personal convictions).</i>
<i>SS-HS-3.3.3</i> <i>Students will explain how the level of competition in a market is largely determined by the number of buyers and sellers.</i>
<i>SS-HS-3.3.4</i> <i>Students will explain how laws and government mandates (e.g., anti-trust legislation, tariff policy, regulatory policy) have been adopted to maintain competition in the United States and in the global marketplace.</i>

**All societies deal with questions about production, distribution, and consumption.**

**SS-HS-3.4.1**

Students will explain the changing relationships among business, labor, and government and how each has affected production, distribution and consumption in the United States.

**SS-HS-3.4.2**

Students will explain how factors such as technological change, investments in capital goods and human capital/resources have increased productivity in the world.

**SS-HS-3.4.3**

Students will explain how interdependence of personal, national, and international economic activities often results in international issues and concerns (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).

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<b>GEOGRAPHY</b>
Geography is the study of people, places, and environments. Students need geographic knowledge to understand the world and their relationship to it. A geographic perspective also enables students to better understand the past and present and to prepare for the future.
High School
<b>Patterns on Earth's surface can be identified by examining where things are, how they are arranged, and why they are in particular locations.</b>
<b>SS-HS-4.1.1</b> Students will use geographic tools (e.g., maps, globes, photographs, models, satellite images, charts, graphs, databases) to explain and analyze the distribution of physical and human features on Earth's surface.
<i>SS-HS-4.1.2</i> <i>Students will explain how mental maps, the mental image a person has of an area including knowledge of features and spatial relationships, become more complex as experience, study, and the media bring new geographic information.</i>
<i>SS-HS-4.1.3</i> <i>Students will use geographic tools (e.g., maps, globes, photographs, models, satellite images) to explain the reasoning patterns (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion) on which the location and distribution of Earth's human features is based.</i>
<b>Earth is vastly complex with each place on its surface having human and physical characteristics; to deal with this complexity, people create regions.</b>
<i>SS-HS-4.2.1</i> <i>Students will explain how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region).</i>
<b>SS-HS-4.2.2</b> Students will explain how physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions create advantages and disadvantages for human activities in a specific place.
<i>SS-HS-4.2.3</i> <i>Students will explain how people can develop stereotypes about places and regions (e.g., all cities are dangerous and dirty; rural areas are poor).</i>
<i>SS-HS-4.2.4</i> <i>Student will explain how people from different cultures with different perspectives view regions (e.g., Middle East, Balkans) in different ways, sometimes resulting in conflict in the modern world (1500 A.D. to present) and United States (Reconstruction to present).</i>
<b>Patterns emerge as humans move, settle, and interact on Earth's surface.</b>
<b>SS-HS-4.3.1</b> Students will describe the movement and settlement of people in various places and explain the causes of that movement and settlement (e.g., push factors such as famines or military conflicts; pull factors such as climate or economic opportunity) and the impacts in the modern world (1500 A.D. to present) and United States (Reconstruction to present).

<b>SS-HS-4.3.2</b> Students will explain how technology has facilitated the movement of goods, services, and populations; increased economic interdependence at all levels; and influenced development of centers of economic activity (e.g., cities, interstate highways, airports, rivers).
<b>Human actions modify the physical environment and, in turn, the physical environment limits or promotes human activities.</b>
<i>SS-HS-4.4.1</i> <i>Students will explain how humans develop strategies (e.g., transportation, communication, technology) to overcome limits of their physical environment.</i>
<b>SS-HS-4.4.2</b> Students will explain how human modifications to the physical environment, perspectives on the use of natural resources, and natural disasters have possible global effects in the modern world (1500 A.D. to present) and United States (Reconstruction to present).
<i>SS-HS-4.4.3</i> <i>Students will explain how group and individual perspectives impact the use of natural resources (e.g., mineral extraction, land reclamation).</i>

<b>HISTORY</b>
History is the interpretation of events, people, ideas, and their interaction over time. In order for students to understand the present and make plans for their future, they must understand the past.
High School
History is an account of human activities that is interpretive in nature.
<b>SS-HS-5.1.1</b> Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to interpret perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present).
<b>SS-HS-5.1.2</b> Students will explain how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present.
The history of the United States (Reconstruction to Present) is a chronicle of a diverse people and the nation they formed.
<b>SS-HS-5.2.1</b> Students will compare and contrast the ways in which Reconstruction was approached and evaluate the success of Reconstruction programs.
<b>SS-HS-5.2.2</b> Students will explain how the rise of big business, factories, mechanized farming, and the labor movement transformed the lives of Americans.
<b>SS-HS-5.2.3</b> Students will explain how massive immigration created new social patterns, conflicts and ideas about national unity amid growing cultural diversity after the Civil War.
<b>SS-HS-5.2.4</b> Students will describe significant social, political, and economic changes (e.g., imperialism to isolationism, industrial capitalism, urbanization, political corruption, initiation of reforms) during the Progressive Movement, World War I, and the Twenties.
<b>SS-HS-5.2.5</b> Students will explain how the Great Depression, New Deal policies, and World War II transformed America socially and politically at home and reshaped its role in world affairs.



<b>SS-HS-5.2.6</b> Students will explain how after WWII, America experienced economic growth (e.g., suburban growth); struggles for racial and gender equality (e.g., Civil Rights Movement), the extension of civil liberties, and conflict over political issues (e.g., McCarthyism, U.S. involvement in Vietnam).
<b>SS-HS-5.2.7</b> Students will analyze how the United States participates with the global community to maintain and restore world peace, (e.g., League of Nations, United Nations, Cold War politics, Persian Gulf War).
<b>The history of the world (1500 A.D. to Present) is a chronicle of human activities and human societies.</b>
<b>SS-HS-5.3.1</b> Students will explain how humans began to rediscover the ideas of the Classical Age and to question their place in the universe during the Renaissance and Reformation.
<b>SS-HS-5.3.2</b> Students will explain how new ideas and technologies led to an Age of Exploration by Europeans that brought great wealth to the absolute monarchies and significant political, economic and social changes (disease, religious ideas, technologies, new plants/animals, forms of government) to the other regions of the world.
<b>SS-HS-5.3.3</b> Students will analyze how an Age of Revolution brought about changes in science, thought, government, and industry that shaped the modern world.
<b>SS-HS-5.3.4</b> Students will explain how nationalism, militarism, and imperialism led to world conflicts, economic booms and busts, and the rise of totalitarian governments.
<b>SS-HS-5.3.5</b> Students will explain how after World War II, the United States and the Soviet Union emerged as world super powers; a Cold War developed; and new nations formed in Africa, Asia, Eastern Europe, and the Middle East.
<b>SS-HS-5.3.6</b> Students will analyze how the second half of the 20th century was characterized by rapid social, political, and economic changes that created new challenges (e.g., population growth, diminishing natural resources, environmental concerns, human rights issues, technological and scientific advances, shifting political alliances, globalization of the economy) in countries around the world.